

"The function of leadership then becomes the creation of systems, structures, and environments where ... interaction and learning can occur."

—Allen, Bordas, Hickman, Matusak, Sorenson, & Whitmire, "Leadership in the Twenty-First Century," 1998.

At a time when seasoned higher-education leaders are retiring and the challenges facing prospective administrators seem daunting, how do those in positions of authority or aspiring to those roles construct a meaningful and manageable identity as leaders? Where do they look for support and inspiration? How do they learn to lead? I approach this review from the premise that leaders across higher education are best served by learning to think critically about their roles rather than by relying on "how-to" writings.

The resources concerning higher-education leadership in this review are organized into three types:

- Works that frame leadership as *learning and doing*;
- Works that focus on *gender, race, and ethnicity in leadership*;
- Works that address *role-based leadership*.

This discussion will move from the broad perspectives important to leaders throughout higher education, regardless of position, to more specific role-based literature.

I am not including material on administrative/management functions such as decision-making and strategic planning, however, because although much work was produced in this area in the 1980s and early 1990s, writing in this area largely waned throughout the 1990s. (It is seeing

Marilyn J. Amey is chair of the department of educational administration and a professor of higher education administration at Michigan State University.

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BY MARILYN J. AMEY

a slight resurgence now, perhaps spurred by technology, the increased competition from non-traditional higher-education organizations, and globalization.)

Literature on student leadership, by comparison, has exploded in the last 10 years, led by such key authors as Susan Komives, Nance Lucas, and Timothy McMahon; writers who have pursued use of the seven core values (the "7 C's") from Alexander and Helen Astin's 1996 social-change model of leadership development; and authors interested in peer mentoring. Nonetheless, a discussion of student-leadership development goes beyond the focus of this review.

LEADERSHIP AS LEARNING AND DOING

For administrators, key literature on *leadership as learning and doing* moves beyond acquisition of administrative and management skills and transcends a focus on position and type of institution. Instead it examines ways in which leadership is cultivated and shared throughout organizations, regardless of role. Authors describe the mental models that affect how administrators make sense of the world, transform organizational reality, challenge the institutional status quo, and encourage deep organizational and individual change.

Three recent works demonstrate how senior leaders need to understand their

leadership roles and organizational culture. In her 2003 article "Sensemaking on Campus: How Community College Presidents Frame Change," Pamela Eddy studied how presidents made sense of their leadership role for themselves and for others. She found that models for making sense of their environments, as well as the presidents' own learning, were key factors in their effectiveness as leaders. Ken Kempner's 2003 article "The Search for Cultural Leaders" examines

Resource Box I

WEB SITES

- American Association of Colleges and Universities: <http://www.aacu.org>
- Center for Creative Leadership: <http://www.ccl.org>
- National Association of Student Personnel Administrators, Alice Manicur Symposium for Women Aspiring to be SSAOs: <http://www.naspa.org>
- American Council on Education ACE Fellows Program and Office of Women in Higher Education: <http://www.acenet.edu>
- Academy of Leadership, University of Maryland: <http://www.academy.umd.edu> ☺

the cultural leadership undertaken by community-college presidents as they assume their roles as change agents. In their 2002 article "The Effect of Institutional Culture on Change Strategies in Higher Education," Adrianna Kezar and Peter Eckel clarify the impact of institutional culture on comprehensive organizational change in the six colleges and universities they studied.

Academic leaders create learning environments that include cultural awareness, acceptance of multiple intelligences and ways of knowing, strategic thinking, engagement, and a sense of collective identity as collaborators in developing knowledge and active investigators into practice. They are skilled facilitators who encourage interdisciplinary collaboration, collective responsibility, cultural change, and an interest in the public good. They lead via partnerships and teams in systems that are web-like and non-hierarchical. And in an era of heightened accountability, the culture of evidence is critical to successful academic leadership.

Marilyn Amey and Dennis Brown, in *Breaking Out of the Box: Interdisciplinary Collaboration and Faculty Work* (2004), provide evidence of the cognitive transformations that occurred for leaders and for members of interdisciplinary teams during an 18-month university outreach partnership. They describe how leaders facilitated the evolution of a collective identity, and they introduce the concept of intellectual neutral space as an important condition for achieving team goals. In their 2002 article "Connecting Philosophic and Scholarly Traditions with Change in Higher Education," Frank Fear, Margaret Adamek, and Gail Imig raise philosophic and moral questions about leading change processes in which institutions become engaged with their communities and other institutions. They explore what engagement means, what its intended outcomes are, who benefits from it, and how we must transform the academy to achieve it.

The two previous sources describe a *transformative leadership* style that is in some ways equivalent to learner-centered education rather than to a more teacher-centered orientation, which might be equated to the top-down, autocratic, functionalist views of leadership that have traditionally dominated management

literature and writing on higher education. Transformative leadership focuses on change, although new directions and visions must link to the present and past of an organization, just as new knowledge must connect to what we already have internalized in order to be fully understood, embraced, and sustained.

This transformational change process is inherently value-based, dependent not just on the leader's values but on those held dear by the organization and its members. In postsecondary education, these values include enhancing student and faculty learning and development, increasing access, generating new knowledge, serving the community, and being agents of positive social change in an increasingly global society. To reach these goals, we have to move away from equating "positional" authority with leadership and to more fully embrace the idea of the learning college, throughout which leaders are found in both formal and informal roles.

Three resources that provide foundation for this more inclusive perspective are particularly useful. One of the principal pieces in the Kellogg Leadership Studies Project's "Leadership in the Twenty-first Century" (1998), was written by Kathleen Allen, Juana Bordas, Gill Robinson Hickman, Lorraine Matusak, Georgia Sorenson, and Kathryn Whitmire. They describe a form of collective leadership for an interdependent, global society in which learning is a centerpiece. Alexander and Helen Astin's *Leadership Reconsidered: Engaging Higher Education in Social Change* (2000) focuses attention on student-leadership development, but their principles regarding leadership for social change apply throughout postsecondary education. In their 2002 article "Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks," Adalberto Aguirre, Jr., and Rubén Martínez focus specifically on how different leadership choices support or inhibit institutional diversity.

Those interested in understanding the thinking behind transformational change in order to enact it can find compelling discussions in the following works. Each recognizes the importance of understanding the current culture and values of the organization, as well as locating the levers of change, creating a learning

environment, building relationships and interconnections, valuing diversity and inclusion, and sharing power.

Michael Fullan's *Leading in a Culture of Change* (2001) identifies core competencies that must be mastered by leaders across the K-20 educational system in order to engage their colleagues in this difficult work. Adrianna Kezar, Rozana Carducci, and Michelle Contreras-McGavin present a comprehensive review of various leadership theories in *Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership* (2006), including a critical analysis of transformational processes and other ways of leading change. They discuss diversity, position, and how professional development might be constructed differently to capitalize on different leadership styles.

Recent authors emphasize the importance of service and "servant leadership," focusing on the needs of others while finding ways to show progress and assess outcomes. They also advocate commitment to ongoing leadership development, suggesting that leaders continuously develop rather than "arrive" at some end point.

GENDER, RACE, ETHNICITY IN LEADERSHIP

Continuing the idea of leadership as learning, we know the importance of lived experience in interpreting new information. Leaders, like other people, learn in various ways and filter knowledge through that experience. The decisions they make are connected to who they are. A central criticism of leadership literature in postsecondary education has been that it has focused only on presidents and, therefore, given the demographics of higher education, that the stories, ideas, philosophies, and "truths" have been those of older white men. The perspectives of white women and leaders of color have been included in the literature only slowly and unevenly. Yet as we know is the case for students, seeing oneself represented in a text can be critical to embracing a role and identity.

The representation of these voices can most often be found buried within larger texts, as stand-alone chapters or paragraphs of data analysis. But studies are emerging that focus on specific groups of leaders—e.g., women

and leaders of color collectively and within more specific racial and/or ethnic groups. Judith Glazer-Raymo's 1999 *Shattering the Myths: Women in Academia* is a pivotal text that updates our understanding of women's status and issues, including leadership, in higher education. Elizabeth Ritt focuses specifically on the context and strategies

of leadership in her 2004 "Hearing the Opus: The Paradox for Women Leaders in the Postmodern University." Like Glazer-Raymo, Ritt provides an overview of recent leadership trends and then reframes them in ways that are more germane to women's ways of knowing.

While generally the leadership literature still lacks strong representation

of African-American men, Asian and Native-American men and women, and leaders from other ethnic groups, some material is emerging. One challenge to leadership is the need to develop culturally sensitive frameworks that go beyond the dominant model of leadership. Critical theory, feminist lenses, complexity theo-

Resource Box II

PUBLICATIONS

LEADERSHIP AS LEARNING AND DOING

- Aguirre, Jr., Adalberto, & Martinez, Rubén (2002). Leadership practices and diversity in higher education: Transitional and transformational frameworks. *The Journal of Leadership Studies*, 8 (3), 53-62.
- Allen, Kathleen E., Bordas, Juana, Hickman, Gil R., Matusak, Lorraine R., Sorgenson, Georgia J., & Whitmire, Kathryn J. (1998). Leadership in the twenty-first century. In *Rethinking Leadership Working Papers*. Academy of Leadership. <http://www.academy.umd.edu/publications/klspdocs/21stcen.html>
- Amey, Marilyn J. & Brown, Dennis F. (2004). *Breaking out of the box: Interdisciplinary collaboration and faculty work*. Greenwood Press/Information Age Publishing. Price: \$34.95, 165 pages.
- Astin, Alexander W. & Astin, Helen S. (Eds.) (2000). *Leadership reconsidered: Engaging higher education in social change*. W. K. Kellogg Foundation. <http://www.wkkf.org/pubs/CCT/Leadership/Pub3368.pdf>
- Astin, Helen S. & Astin, Alexander W. (1996). *A social change model of leadership development*. Los Angeles: UCLA Higher Education Research Institute.
- Eddy, Pamela L. (2003). Sensemaking on campus: How community college presidents frame change. *Community College Journal of Research and Practice*, 27 (6), 453-471.
- Fear, Frank, Adamek, Margaret, & Imig, Gail (Winter, 2002). Connecting philosophic and scholarly traditions with change in higher education. *Journal of Leadership Studies* 8 (3), 42-53.
- Kempner, Ken M. (2003). The search for cultural leaders.

Review of Higher Education 26 (3).

- Kezar, Adrianna & Eckel, Peter D. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education*, 73 (4), 435-460.
- Kezar, Adrianna, Carducci, Rozana, & Contreras-McGavin, Melissa (2006). Rethinking the "L" word in higher education: The revolution of research on leadership. *ASHE Higher Education Report*, 31 (6). San Francisco: Jossey-Bass. Price: \$26.00, 240 pages.
- Komives, Susan R., Lucas, Nance, & McMahon, Timothy R. (1998). *Exploring leadership: For college students who want to make a difference*. San Francisco: Jossey-Bass. Price: \$25.00, 368 pages.

LEADERSHIP RESOURCES FOCUSED ON GENDER, RACE AND ETHNICITY

- Benham, Maenette K. P. & Stein, Wayne J. (Eds.) (2003). *The renaissance of American Indian higher education: capturing the dream*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Price: \$36.00, 320 pages.
- Curry, Barbara (2000). *Women in power: Pathways to leadership in education*. New York: Teachers College Press. Price: \$29.95, 110 pages.
- Glazer-Raymo, Judith. (1999). *Shattering the myths: Women in academe*. Baltimore, MD: The Johns Hopkins University Press. Price: \$19.95, 256 pages.
- Ritt, Elizabeth. (Winter, 2004). Hearing the opus: The paradox for women leaders in the postmodern university. *Advancing Women in Leadership Journal*. <http://www.advancingwomen.com/awl/winger2004/Ritt.html>

- Valverde, Leonard A. (2003). *Leaders of color in higher education: unrecognized triumphs in harsh institutions*. Walnut Creek, CA: Alta Mira Press. Price: \$27.95, 198 pages.

ROLE-BASED LEADERSHIP RESOURCES

- Bensimon, Estela M., Ward, Kelly, & Sanders, Karla (2000). *The department chair's role in developing new faculty into teachers and scholars*. Bolton, MA: Anker Publishing Company. Price: \$32.95, 217 pages.
- Bright, David F. & Richards, Mary P. (2001). *The academic deanship: Individual careers and institutional roles*. San Francisco: Jossey-Bass. Price: \$33.00, 336 pages.
- Brown, David G. (Ed.) (2006). *University presidents as moral leaders*. Westport, CT: Praeger Press and the American Council on Education. Price: \$39.95, 268 pages
- Dalton, Jon C. & McClinton, Marguerite (Eds.) (2002). *The art and practical wisdom of student affairs leadership*. New Directions for Student Services No. 98. San Francisco: Jossey-Bass. Price: \$27.00, 107 pages.
- McDade, Sharon (2005). Teacher-pupil: The changing relationships of mentors and protégés. *Community College Journal of Research and Practice*, 29 (9-10), 759-781.
- Padilla, Arthur. (2005). *Portraits in leadership: Six extraordinary university presidents*. Westport, CT: Praeger Press and the American Council on Education. Price: \$39.95, 288 pages.
- Renn, Kristen & Hughes, Caren (Eds.). (2004). *Roads taken: Women in student affairs at mid-career*. Sterling, VA: Stylus Publishing, LLC. Price: \$59.95, 256 pages. ☞

ry, and other postmodern approaches help us understand leaders whose experiences are not easily portrayed within traditional frameworks.

Through the life stories of African-American female leaders, Barbara Curry's *Women in Power: Pathways to Leadership in Education* (2000) posits a new understanding of the leader persona. Leonard Valverde's *Leaders of Color in Higher Education: Unrecognized Triumphs in Harsh Institutions* (2003) uses critical theory to examine the experiences of senior leaders of color, taking into account not only race but also gender, and finds stories of racism, glass ceilings, perseverance, change, and triumph. Maenette Benham and Wayne Stein's edited volume *The Renaissance of American Indian Higher Education: Capturing the Dream* (2003) includes an important chapter that situates Native-American leadership within its own cultural context and contrasts its tenets with those of other frameworks for leadership. These texts are examples of the kinds of writing needed to broaden understanding of diverse kinds of leadership. Conducting this research elevates for critical review the colleges and universities themselves and the gendered, race-biased practices and policies deeply embedded in social systems, including higher education.

Professional associations have recognized the need to provide support to leaders from different racial, ethnic and gender groups. The American Council on Education's Women's Network (<http://www.acenet.edu>), the Alice Manicur Symposium of the National Association of Student Personnel Administrators (<http://www.naspa.org>), and the Higher Education Resource Services Summer Institute for Women in Higher Education Administration (<http://www.brynmawr.edu/summerinstitute/HERSOverview.html>) focus on leadership issues and self-awareness for women. Participants have perceived these experiences to be extremely beneficial and affirming, if only because they feel like part of the leadership group, at least during the sessions. These professional-development activities have evolved over time to be more in tune with their respective populations—e.g., providing women-centered programming as opposed to focusing heavily on how to function within gen-

dered organizations. The difference appears semantic, but learning outcomes are better addressed when learning styles and learners' needs are taken into account in designing programs.

ROLE-BASED LEADERSHIP

The most distinct form of leadership writing is also the most abundant: position-specific literature. One strand of writing focused on administrative roles includes portraits and auto-ethnographic writing of current or former college presidents, often organized around specific leadership themes. Two recent examples of writing about the challenges and complexities facing presidents today are found in David Brown's edited collection of essays, *University Presidents as Moral Leaders* (2006), in which 36 presidents describe successes and mistakes that helped define their careers as leaders, and Arthur Padilla's 2005 *Portraits in Leadership: Six Extraordinary University Presidents*, which delves into the life stories and leadership circumstances of six university presidents. Sharon McDade looks at the relationships between presidents and their mentors in her 2005 "Teacher-Pupil: The Changing Relationships of Mentors and Protégés." Through matched pairs of mentors and protégés, McDade shows how these important learning relationships affect current and future leaders.

Although work on and by college presidents remains the most prevalent literature on leadership, there has been a surge in writing for and about deans and department chairs. In most such writing, the issue of leadership is buried in demographic or descriptive studies that present the range of issues confronting academic administrators, as well as their backgrounds, job histories, and other factors that suggest how leaders should be prepared.

One example is David Bright and Mary Richards' 2001 *The Academic Deanship: Individual Careers and Institutional Roles*, which offers a broad understanding of the roles of academic deans, drawn from current research and their own experiences. Estela Bensimon, Kelly Ward, and Karla Sanders examine the role of department chairs in mentoring new faculty in their 2000 *The Department Chair's Role in Developing New Faculty into Teachers and Scholars*. They provide strategies for supporting faculty and ac-

complishing the goals of faculty units, using scenarios and specific examples.

More writing also is available these days for and about leaders outside of academic affairs, including those in student affairs, development, and outreach. This writing follows the themes of the literature on deans and department chairs—demographics, functions, problem-solving, and larger issues and contexts. Periodically, this writing takes a more narrative approach, including stories that illustrate problems faced and successes achieved, the challenges of balancing work and life issues, and paths taken by non-traditional leaders.

Kristen Renn and Caren Hughes' edited text, *Roads Taken: Women in Student Affairs at Mid-Career* (2004), provides both research on women in student affairs and life stories shared by those in the profession. The book is one of a handful that looks specifically at mid-career professionals, including women. Marguerite McClinton and Jon Dalton bring together several senior leaders to discuss aspects of leadership and leadership development in their 2002 edited book, *The Art and Practical Wisdom of Student Affairs Leadership*. These reflective writings share useful insights on work, values, relationships, failures and successes, and leadership development in the changing arena of student affairs.

CONCLUSION

Leaders are key to how organizations function, and there is little doubt that the leaders who are needed to guide postsecondary institutions in tomorrow's complex environments have to think about their work differently than did their predecessors. While the how-to guides have their place in the leadership literature, they no longer provide sufficient grounding for effective action. Today's postsecondary leaders need to guide their institutions into the future while providing the authentic insights that come from critical reflection about and deep understanding of organizational culture and values.

These leaders see their own development as paramount to their ability to create environments that serve the learning needs of others, and they seek opportunities to learn and reflect on their own experiences through professional-development activities, collaborating, and reading. The scholarship described here should help them in that process. □

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